DOCUMENT RESUME

ED 219 514 CE 032 939

AUTHOR Smith, Gwen J.; And Others
TITLE Career Planner. A Guide for Students with Disabilities. Second Edition.
INSTITUTION Chaffey Coll., Alta Loma, Calif.
SPONS AGENCY Department of Education, Washington, DC.
PUB DATE 82
NOTE 30p.; For related documents see ED 205 719 and CE 032 940. This publication is also available in Braille, large print and tape cassette.
AVAILABLE FROM Educational Resource Center, Chaffey College, 5885 Haven Avenue, Alta Loma, CA 91701.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Accessibility (for Disabled); Career Education; Career Guidance; *Career Planning; Data Collection; *Disabilities; Employment Qualifications; *Job Analysis; Medical Case Histories; *Occupational Information; Postsecondary Education; Secondary Education; *Self Evaluation (Individuals); Vocational Aptitude
IDENTIFIERS *Assistive Devices; *Job Modification

ABSTRACT

This handbook is intended as a guide for disabled career planners who wish to enter the work force. The introduction presents basic steps for gathering information about oneself and about jobs. Chapter 1 discusses collecting health/medical information. A sample form is provided. Chapter 2 focuses on collecting vocational information, which includes one's interests and abilities (vocational evaluation) as well as information about the world of work (career information). Chapter 3 focuses on getting information from people through personal visits, telephone calls, and letters. Addresses of role models and organizations for further help are given. Doing a job analysis is covered in chapter 4. Completed and sample job analysis forms are shown. Chapter 5 focuses on job modification and provides sources for information on adaptive equipment or assistive devices. (YLB)

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Career Planner

A Guide for Students with Disabilities

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Developed as partial fulfillment for
Vocational Education Project No. CC-3-0-452
and revised for Project No. CC-3-1-456
Under Subpart 3 of P.L. 94-482

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Chaffey Community College
5885 Haven Avenue
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First edition, 1981

Second edition, 1982

CE033939

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Braille:

Pomona Valley Transcribers Guild
c/o Ontario Public Library
215 E. "C" Street
Ontario, CA 91764

Large Print:

Chaffey Community College
Educational Resource Center
5885 Haven Avenue
Alta Loma, CA 91701

Audio Cassette (4 track):

Recording for the Blind Inc.
215 E. 58th Street
New York, N.Y. 10022
(212) 751-0860

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Foreword

This is an exciting time for those of us who are putting this guide together. 1981 was the International Year of the Disabled. The theme for the year was "Full Participation of Disabled Persons in the Life of their Society."

This guide is meant to encourage you to look at yourself as an able individual, instead of a disabled person. People with disabilities are individuals with the needs, interests and abilities to function in a society that, traditionally has had little or no expectations for them.

Along with opportunity comes the responsibility of making choices. This guide will provide you with information to help you make choices about the most important person in your life — YOU. The first edition was so well received that we decided to print it again. This second edition includes changes that were suggested by people who used the first edition.

Introduction

This guide will teach you what you need to know to make good career decisions.

Each of you might have an idea of what it is like to be a worker. You know people who work at many different kinds of jobs. Some of those jobs might look interesting to you. You probably have wondered how you would perform in the same job. This handbook is meant to be a guide for career planners who wish to enter the work force. For some of you, this will be a first visit. For others, who have worked before, this will be a return trip. The most important thing to remember is that YOU are in charge of this trip.

We believe all career planners want to learn as much as they can about themselves so they can decide where to go in the world of work. Work may seem to be only a small part of our lives; however, our work choices affect our lives in many ways. Who we spend our time with, where we live, and how happily we live are decided by the work we do.

Planning for a career is an information finding project for you. You are going to gather two kinds of information. One kind of information is about yourself. The second kind is information that will help you decide on a particular job. The most interesting person in the world is YOU, so this should be an exciting project.

Here are some basic steps to follow for your career planning project. A career counselor or rehabilitation counselor can help you understand and do these steps.

1. Identify what will be important to you in choosing a job.
   This means answering questions such as:
   a. Where do I want to live and work?
   b. What kind of work activities and situations will I enjoy most?
   c. What kind of people do I want to work with?
   d. How much money do I need to earn?
   e. Do I want to be the boss or do I like having someone else give me directions?
   f. What kind of work schedule do I want?
   g. How much time do I want to spend in training?
2. Decide the order of importance for all of the things you want in a job. Most people do not find jobs that give them everything they want. You need to know which things you will "trade off" so you can get what is most important to you.
3. Identify your skills and abilities.
4. Learn detailed information about the kinds of jobs that are likely to match your skills and abilities, and your list of what is most important to you in choosing a job.
5. Choose three to five types of jobs that appear to be a good match for you.
6. Do careful job analyses on these three to five types of jobs. Note changes that would have to be made, if any, to adjust for special needs you might have.
7. Pick your first choice. Make a step by step plan of action for reaching this goal.
8. Begin your plan of action. If for some reason, your first choice does not work out, go back and make a new plan of action for your next choice. Most people change their plans several times.

Chapter 1

Health Information

Start your career planning by first getting information about your health. A good place to begin is with your family doctor and dentist. If you don't have a doctor or dentist, check with your school health service or your county health department. These agencies can connect you with other health services. County offices are listed in the white pages of the telephone directory under the name of the county. (Example — Los Angeles, County of.)

You will need to have up-to-date information about yourself. Regular checkups are important. You need to stay healthy to stay in school or work. Ask your doctor and your dentist how often you should schedule your checkups. When you see the doctor or dentist, it is up to you to get the information you want. You also have important information to give them. Together you can become partners in staying healthy!

Make a list of questions to ask, so that you will remember everything you want to know. Here are some examples:

1. Will my condition or health change in the next five years? In the next fifteen years?
2. Are there any activities I might need to limit?
3. What kind of physical exercise program do you recommend for me?
4. Can you recommend a good diet for me?
5. What are the side effects of the medication I am taking?
6. What should I be careful not to take along with this medication?

The sample health information form may serve as a guide to help you and your counselor. The form will provide you with practical knowledge about your physical health. After you get a job, your employer can ask for some of this information.

CONFIDENTIAL HEALTH INFORMATION

Name (last) (first) (middle) (birthdate)

Address (city) (state) (zip code)

Telephone Number (area code)

Date of last physical examination

Name of Doctor

Address (city) (state) (telephone)

Check any disease or condition which you now have or have had in the past.

☐ Allergy	☐ Epilepsy	☐ Polio	☐ Hearing
☐ Asthma	☐ Headaches	☐ Rheumatic Fever	☐ Dental
☐ Convulsions	☐ Cerebral Palsy	☐ Tuberculosis	
☐ Diabetes	☐ Heart Disease	☐ Vision	

Name any other serious illness, injury, operation or disabling condition, and put an approximate date or age when it happened.

Name any medication(s) you are taking:

What special assistance or devices do you need (if any)?

What treatment (if any) has the doctor or dentist recommended?

Explain how your disability or health condition might interfere with your career plans:

Date this form completed

Chapter 2

Vocational Information

In Chapter 1, we talked about collecting health/medical information. Now you will begin to collect vocational information which includes your interests and abilities as well as information about the world of work. The process of learning about your interests and abilities is called **Vocational Evaluation. Career Information** is used to learn about the world of work.

Vocational Evaluation

Vocational evaluation can help you make better career decisions. Basically, a vocational evaluation is the process of finding out what types of jobs you might do well. During a vocational evaluation you ask yourself questions such as:

1. What do I like to do?
2. What do I know how to do?
3. What have I done in the past?
4. What assistance will I need?

A vocational evaluation is a way for you to discover enough about yourself, so that you can make better choices about a job or a career.

It's possible, of course, that you have no idea about what kind of work you want to do. You may never have thought about getting a job. You even may have been told that you can't work or that there are no jobs for you. In a vocational evaluation you will learn that everyday abilities and skills are useful on a job.

The purpose of a vocational evaluation is to let you know about those skills that can be used on a job. For example, you may have had an erector set when you were young and now you like to play around with gadgets. A vocational evaluation will point out that this kind of interest and ability means that you have good manual dexterity. This is an ability to use your hands to produce something. You might use this skill to repair a lamp or make jewelry. This skill could lead to a job as an assembler.

A person who enjoys physical activities usually does a lot of walking, lifting or carrying. Janitors, construction workers, waitresses and nurse's aids do these things as a part of their jobs.

A vocational evaluation can be exciting. You can find out something new about yourself and use that information to see how many types of jobs you are able to do.

The Vocational Evaluator is a person who can be your partner in discovering the things you need to know about yourself. The evaluator is trained to assist you in this process. Probably, the first thing a Vocational Evaluator will do is

spend time talking with you. Most people enjoy talking about themselves. This is exactly what the evaluator wants you to do — talk about you.

What do you like to do?
What kind of people do you like to spend time with?
Do you like to stay up late at night or get up early in the morning?

Sometimes the smallest thing can give a clue to the kind of work that will suit you best. You and the Vocational Evaluator are teammates in discovering your skills, abilities and interests.

The evaluator will give you some work-related problems to do. These are called ability tests, interest surveys, and work samples. Some of these are written, but most of them are parts of real jobs. You do not get a grade on them. The evaluation results are for YOUR information.

Ability tests are designed to find your strongest and weakest areas. A strong ability in

math, for example, could lead to a career in bookkeeping or accounting. Salespeople also use math abilities.

An interest survey can help you discover the kinds of jobs you would like best. One man, who had been a baker for a long time, took an interest survey and found that he had a strong interest in science. A young woman, who planned to be a lawyer, was surprised to find that she really had more interest in business machines.

Work samples are just what they sound like — a sample of what a particular job requires. Have you ever gone into an ice cream store and asked for a taste of the flavor of the month? You were checking it out before you spent your money on a whole scoop. You were using an experience to give you information before you made a decision. Doing a work sample involves getting a taste of what it would be like to do a certain job. You can use that to help you make a career decision.

Should the Vocational Evaluator ask you to stand on first one foot and then the other, she or he is checking your balance. If your balance is poor, you might not want to become a window washer. If your balance is good, then you can add that to your list of strengths, when you are planning your career.

Another example is checking your vision. A combination of good eyesight and finger dexterity could lead to a job repairing watches.

Now that you have a general idea about vocational evaluations, you need to know where to get one. You have several choices:

1. Check at your school's career center or special education department. They may not call the process vocational evaluation. If you tell them you want to plan a career, they will take it from there. Counselors and teachers are good resources in your search for the right career.

2. See a Rehabilitation Counselor at the State Department of Rehabilitation. You will find the address for your local Department of Rehabilitation office in the white pages of your telephone book under "California, State of." You might qualify for vocational evaluation or other services. The Rehabilitation Counselor can provide you with a client handbook. She or he might offer other suggestions to help you meet your career goals.

3. Local Employment Development Department offices offer limited vocational testing and counseling.

4. A few private agencies, generally called rehabilitation workshops also offer vocational evaluations.

5. Check the county Social Service Department, the Veteran's Administration (if you are a veteran) or any local vocational training programs for available services.

Tell each agency or individual you reach exactly what you are trying to accomplish. You may not be used to talking this much to agency people. It will take practice and you may want to role play with a classmate or friend. Remember, this is another chance to take charge of your life. Be courteous, but firm and sincere. Above all, don't get discouraged. Be sure to keep appointments. Otherwise you might not get the services you want. It is important to ask questions when you do not understand something. Be sure you give the information the agency requests. Read Chapter 3 for tips on how to get information from people.

Career Information

After getting information about yourself and a general idea of what kinds of jobs you might want, you need more information about the world of work. A Career Center is the best place to start. If your school does not have a Career Center, ask at the library for occupational information. Career Centers and libraries have books, articles, tapes, filmstrips, pamphlets and other materials that give information about specific types of jobs. It is usually organized so that you can learn about groups of jobs that are similar to each other. This is especially helpful. For example, you might want to be a doctor so you can help people, but you do not want to go to school for another 8 to 10 years. A Career Center can help you learn about other types of jobs in which you can help people, but which do not require so much time in school.

You will need more information than what is kept in Career Centers and libraries. Before making a career decision, you should watch and talk to people working in jobs that interest you. Many people find that some jobs are very different from what they thought they would be. For example — a woman prepared for and completed a two year program in Correctional Science because she wanted to work in a prision. When she applied for the job she wanted, she learned the job required working different shifts each week. This made it impossible for her to get babysitters for her young children. If she had talked to a Corrections Officer before making her career plans, she would not have had such a disappointing surprise.

The next chapter shows you how to contact people to get career related information.

How to get Information from People

One of the best ways of finding out about the world of work is to interview people whose jobs interest you. A book which describes this method in great detail is What Color Is Your Parachute? by Richard Bolles. Remember, you are not looking for a job now. You are just looking for information. This practice will help you to feel more at ease when you are ready to apply for jobs.

As you make career plans, you will need a variety of information. Some examples are transportation, social security, how to adapt a job for your special needs, where to get training and many other things people may have to know to get and keep jobs.

Before you contact anyone, it is IMPORTANT that you do the following:

1. Decide **exactly** what you need to know. Prepare a set of questions. Set aside **one** place to keep your questions and the information you will collect.

2. Find out who to contact. Your counselor, teacher, librarian, local newspaper, and telephone book can help you locate the right person or organization. Also your family and friends might know who to contact. **If someone says they cannot help you, ask them who might be able to help you.** Whenever

you get information (even just someone else's name) be sure to record the name of the person who gave you the information.

There are three basic ways to get information from people:

1. Personal visit
2. Telephone
3. Letter

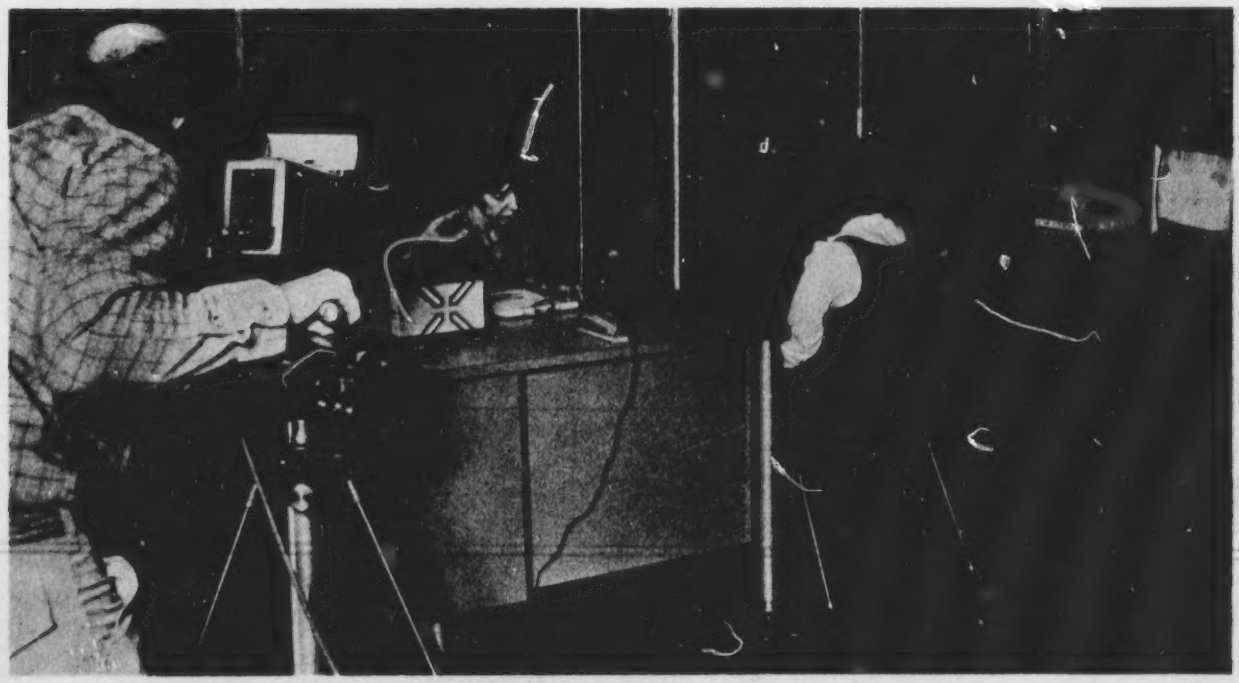
Here are some tips on how to get what you need. No matter what method you choose, it will always be important to:

1. Think through your questions carefully ahead of time.
2. Identify yourself and how you got the person's name right away.
3. Be prepared to give your name, address and phone number. Many schools and agencies will also need your social security number.
4. Be as clear as you can about your request.
5. Be prepared to record the answers to your questions. Also get the names and titles of the people who give you any information.
6. Always thank each person for their time and help. A written thank you note leaves a positive impression of you.

Personal Visits

When you make a personal visit to get information, keep in mind the following:

1. People will be more interested in helping you if you are clean and neatly dressed.
2. If you have made an appointment, it is important to be on time. Many people will not see you at all if you are late. In any case, they will be able to help you best if you are on time. Allow yourself plenty of time to get your appointment. If you have not been there before, it helps to practice your trip a day or two ahead of time. That way you will not get lost the day of the appointment.
3. Most people are nervous about asking others for information or assistance. You might be less nervous if you role play (practice the conversation) with a friend before the real visit. Also you might want to take a friend with you.
4. As soon as you get the information you need, bring your visit to a close. If the person wants to spend more time with you he or she will tell you.



Telephone

It takes practice to be comfortable and good at using the telephone for gathering information. This is an important job-related skill to have. Here are some tips to remember. Be sure to:

1. Review the general tips at the beginning of this chapter for getting information from people.
2. Speak in a normal tone of voice, just as you would if the person was in the same room with you. As in preparing for personal visits, it might be helpful to role play with a friend.

3. Learn how to use your telephone directory. Here is some information that many people do not know. If you are looking for the phone number of a government-related agency, look in the white pages. You will need to look under the name of your city, county, state, or, for federal agencies, under "United States Government." For example, the Public Social Services Department, a county agency in California, can be found under the name of your county. If you live in Orange County, look under "Orange, County of." The Department of Rehabilitation, a state agency, is listed under "California, State of." The Veterans Administration, a federal agency, is listed under "United States Government." Your local library and phone company office have directories for cities outside your local calling area.
4. If an organization has an (800) before the telephone number, that means it does not cost you anything to call. To find out an organization's (800) number dial 800-555-1212. This information operator can tell you if there is a toll free number.
5. If you see "TTY" or "TDD" next to a phone number, that means people who cannot hear or who cannot speak can use a special machine to communicate on that line.

Letters

You may decide to write for information instead of using the telephone or making a personal visit. Here are some helpful hints if you are putting a request in writing:

1. If you have the name of a person, address the letter to him or her. Otherwise, just address the envelope to the organization and begin the letter: "To Whom It May Concern."
2. Before you write the body of the letter, make a list of all the questions and information you want to include.
3. Be as clear as you can in describing the kind of thing(s) that you need. Have someone read your letter before you mail it to be sure it is complete and easy to understand.
4. Be sure to include in your letter a short statement about *why* you are writing. The person or organization can then send information and materials you did not know to ask for.
5. Allow four weeks for a reply. This means you must write your letter far ahead of when you need to use the information. You may want to write a second letter or make a phone call if you do not get a reply.

Use the following sample letters as a guide to get the information you need.

610 Burnside Street
Model City, CA 96345
January 19, 1982

Mr. Lam Nguyen
3592 Sideburn Avenue
Role City, CA 32410

Dear Mr. Nguyen:

Your name was listed in a career guidance student handbook as a person who would be willing to help students gather information to make good career decisions.

I am planning on entering a community college in the Fall, but am not sure what courses to take or what career to get into. I like working with my hands. Electronics interests me. Since you are an electronic technician, maybe you can tell me what your experiences are and how you like it. I am in a wheelchair, but I don't think that will be a problem. What do you think? Do you have any suggestions as to what jobs I might train for?

Any information you can give me would be greatly appreciated.

Sincerely,

Jose Lopez

Jose Lopez

2536 Meadow Lane
Jacuzzi, CA 63452
October 19, 1982

Adult Learning Disability Program
California State University
1250 Bellflower Boulevard
Long Beach, CA 90840

To Whom It May Concern:

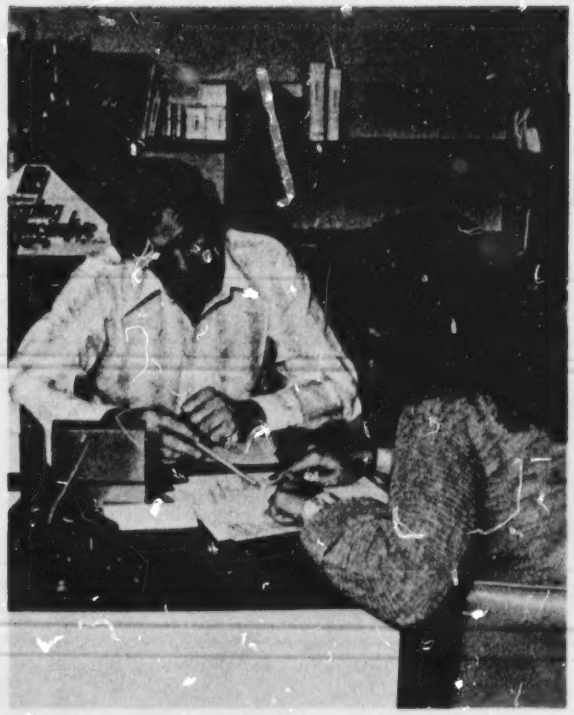
I am a thirty-five year old student at a community college. In my career guidance class, I heard about your program. Since I have a learning disability, your program sounds like a good place to help me reach my goal to work in business management.

Would you please send me information about enrolling? Thank you for your help.

Sincerely,

Fronessa Jones

Fronessa Jones



Role Models

People who are excited about their jobs are willing to share information with you. We call these people ROLE MODELS. The list in this chapter is only a sample. Anyone you contact from this list can probably give you more names. Soon, you will have developed a network of people who can be helpful. You will also be a role model for other people, as time goes on.

Each person on this list of role models has been contacted and is willing to share information about his or her work. You may get some new ideas about what you are able to do by contacting one or more of them.

There may be someone on the list in your field of interest or someone with your particular disability. Several of the role models are available by phone, as well as by mail, and their phone numbers are listed. Organizations listed later in the chapter can also refer you to role models.

Dennis Almasy
P.O. Box 827
Yosemite National Park, CA 95389

Dennis is a park ranger at Yosemite National Park. He has multiple sclerosis and does his work from a wheelchair.

Dr. Jeffrey Barsch
Ventura College
4667 Telegraph Road
Ventura, CA 93003
Telephone: (805) 642-3211

Dr. Barsch is a Learning Disability Specialist at Ventura College. He has dyslexia.

Dr. Mari Bull
219 N. Indian Hill
Claremont, CA 91711
Telephone. (714) 624-1725

Dr. Bull is a psychologist who is blind.

Nolan Crabb
967 F. 2800 North
Ogden, UT 84404

Mr. Crabb, a recent graduate of Brigham Young University, is employed as a reporter for the Ogden Standard Examiner. He is blind.

Bill Gerrey
c/o Smith Kettlewell Institute of
Visual Sciences
2232 Webster Street
San Francisco, CA 94115
Telephone: (415) 561-1677

Mr. Gerrey is a rehabilitation engineer and works on adaptive equipment for the blind. He is blind.

John Goodie
c/o Los Angeles Trade Technical College
400 W. Washington Boulevard
Los Angeles, CA 90015

John assists in teaching the repair of air-cooled engines. He is blind.

JoAnn Haseltine
c/o Marin Puzzle People, Inc.
1368 Lincoln Ave., Suite 105
San Rafael, CA 94901
Telephone: (415) 453-4006

Ms. Haseltine is program director for Marin Puzzle People, Inc., an active group of adults with learning disabilities. She, herself, has a learning disability.

Dr. Frederica Lehmann
9985 Sierra
Fontana, CA 92335
Telephone: (714) 829-5486

Dr. Lehmann is a pediatrician at Kaiser Hospital in Fontana. She had polio as a child and now walks with leg braces and crutches.

Terry Moore
8566 Calabash
Fontana, CA 92335

Mr. Moore is a graduate of the Skadron Business School in San Bernardino and is continuing his studies in accounting. He has cerebral palsy.

Wanda M. Ryan
630 W. Bonita, Apt. 3B
Claremont, CA 91711
Telephone: (714)626-0824

Ms. Ryan is an accounts payable clerk at a local agricultural company. Wanda is also a returning student updating her skills from previous management jobs. She has a severe hearing loss and is the new owner of a signal dog.

Holly Shearer
3719 E. 1st Street, #G
Long Beach, CA 90803
Telephone: (213) 438-8734

Ms. Shearer is a junior at California State University at Long Beach. Her goal is to become a special education teacher at the upper elementary level. She has held clerical jobs in the past. She has a learning disability.

Fred Sinclair
c/o Clearinghouse Depository for the Handicapped
721 Capitol Mall
Sacramento, CA 95814
Telephone: (916) 445-5103

Mr. Sinclair directs the state office that collects and distributes aids and materials for the disabled. He is blind.

Howard Sultan
14695 Carla Jean Drive
Sunnymeade, CA 92388

Mr. Sultan is a computer programmer with the Navy. He is deaf.

Mark Sultan
5978 Courtland Drive
Riverside, CA 92506
Telephone: (714) 686-0282 (TTY)

Mr. Sultan is a machinist with Bourns, Inc. in Riverside. He is deaf. Howard and Mark Sultan are brothers.

Julia Wells
2110 S. Normandie, Space 16
Torrance, CA 90502
Telephone: (213) 328-7432

Ms. Wells is a returning full time student at California State University at Long Beach. She is employed in the Art Faculty Slide Room. Her duties include mounting and filing slides. She has dyslexia.

Resources for Further Help

Another way to get more information is to contact an organization. Over the years, many organizations have been developed by people who saw a special need and wanted to work together. Here is a sample list of organizations. The addresses and telephone numbers included are usually the national headquarters. Ask about local organizations when you contact them. Most of them have newsletters or information free of charge.

1. ACCD — American Coalition of Citizens with Disabilities, Inc.
   1200 - 15th Street, N.W.
   Suite 201
   Washington, DC 20005
   (800) 785-[illegible]35 or (202) 785-4265

   ACCD provides a variety of education and training services to people who are disabled.

2. Dale McIntosh Center for the Disabled
   8100 Garden Grove Blvd., Suite 1
   Garden Grove, CA 92644
   (714) 898-9571 or (714) 892-7070 TDD.

   For one of the most direct ways of receiving updated Social Security information, ask for their Social Security advocate.

3. HEATH/Closer Look
   Box 1492
   Washington, DC 20013
   (202) 833-4707 (Voice-TTY)

   A national clearinghouse of information for disabled students. Adults with special needs may request information on employment rights, higher education and groups of disabled adults.

4. Mainstream, Inc.
   1200 - 15th Street, N.W., Room 403
   Washington, DC 20005
   (200) 833-1162 (Voice-TTY) or
   (200) 833-1136

   Gives information on federal civil rights laws to employers, disabled individuals and advocates. Toll-free hot line: (800) 424-8089.

Job Analysis

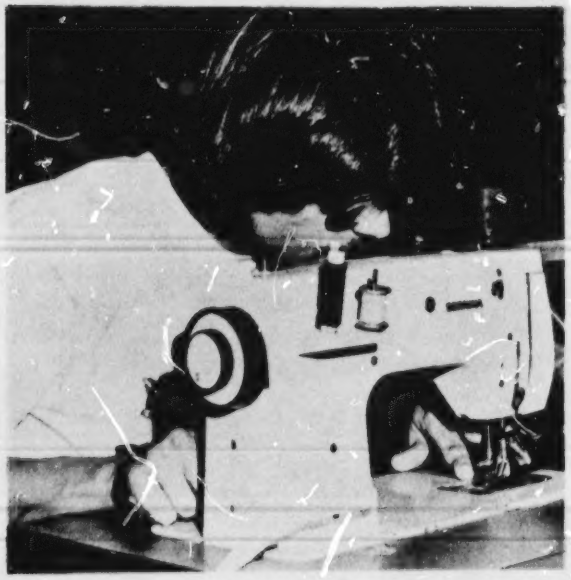
The vocational evaluation gives you more information about yourself. It gives you a better idea about what kinds of jobs you can do and which ones are most interesting. It may be that you and the vocational evaluator have decided on several jobs. Now, you are ready to do a job analysis.

Job Analysis is a term that means finding out about a job. When you do a job analysis, you go to the place where that particular job is being done and watch a person at work. For example, to find out what a shoe salesperson does, go to a shoe store and observe a salesperson working. You soon have an idea of how much walking, talking, sitting, standing reading, writing and math is involved in the job. If you get a chance, talk to the salesperson about the job. A job analysis is a way to pay close attention to and record exactly what is done on a job.

There are a lot of things you can find out by doing a job analysis. Some questions a job analysis can answer are:

1. How much does the job pay?
2. How close is this job to where I live?
3. How much training do I need for this job?
4. What things have I done that will help me on this job?
5. What are the physical requirements of the job?

6. What kind of medical and dental benefits does the company offer?
7. How accessible is the job location?



The important thing is to find out as much as possible about a job before taking it.

A job analysis form is a way to record some basic information about jobs that interest you. This chapter explains the items on a job analysis form. It includes a completed job analysis and a blank form. You can make copies of the blank form.

At the top of the first page of the form, there are blanks to be filled in —

1. Job title
2. Name of company
3. Address
4. Telephone number.

The rest of the form asks for more details about the job itself.

For 5. Job Requirements
and
6. Working Conditions, you circle the letters next to the items that are factors in the job.

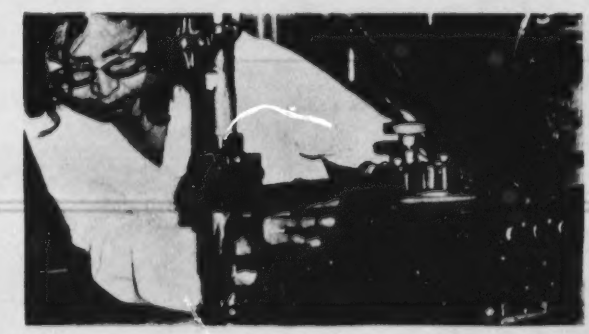
For 7. General Information, circle the correct answer for A and B and fill in the blanks for C, D, E, and F.

The second page asks you to describe the job by filling in the blanks.

8. Work Activities/Work Situations: Write down job duties and any special kinds of pressures in the job.
9. General Educational Development/ Preparation and Training: Record how much training or education is needed for this job.
10. Possibility for Adaptation: List ideas for any changes needed for you to do the job. For example, if you are deaf, you might need written, rather than oral instructions. If you have a reading problem, you might need to hear instructions on a tape recorder. These are only two examples of job modifications, which will be discussed in Chapter 5.
11. Salary and Benefits: Write down the starting salary and describe the benefits. Sometimes medical and dental insurance, paid vacation and holidays are provided. These benefits help extend your paycheck.
12. Traveling Time To the Job: Figure this for the time of day you would be traveling to the job. Rush hour takes longer than in the middle of the day. The cost of getting to and from the job also affects how much money you have left for other things.

A completed job analysis form is shown for a person doing assembly work at the Scuba Gear Air Supply Company. This assembler prepares equipment to be used to supply air to divers and fire fighters.

Make as many copies of the blank job analysis form as you need to practice on jobs that interest you. Ask your teacher or counselor for help if you need it.



Job Analysis

1) JOB TITLE Assembler

2) NAME OF COMPANY Scuba Gear Air Supply, Inc.

3) ADDRESS 3162 Underwater Avenue, Los Angeles

4) TELEPHONE NUMBER (213) 555-3474

5) JOB REQUIREMENTS. Circle the letters of those required.

A. Adding
B. Subtracting
C. Multiplying
D. Dividing
E. Making change
F. Using Measuring devices
G. Reading
H. Writing
(I) Talking
(J) Lifting
(K) Carrying
(L) Walking
M. Climbing
N. Balancing
O. Stooping
P. Kneeling
Q. Crouching
(R) Standing
(S) Sitting
(T) Following Instructions
U. Using the telephone
V. Using hand tools
W. Operating machines
X. Hearing
(Y) Seeing

6) WORKING CONDITIONS. Circle the letters that describe the job.

A. Extremely hot
B. Extremely cold
C. Humid
D. Wet
E. Dry
F. Dusty and dirty
G. Noisy
H. Good lighting
I. Good ventilation
J. Tension & Pressure
K. Distracting conditions
(L) Hazardous
M. Work with others
(N) Inside
O. Outside

7) GENERAL INFORMATION

A. (Part-time) — Full-time

B. Supervision: None — Average — (Some)

C. Uniform required? _____ Yes X No Who pays for it? Employee _____ Employer _____

D. Hours worked 8:00 a.m. - 11:30 a.m.

E. Good features of the job friendly place

F. Poor features of the job only part-time now

8. WORK ACTIVITIES/WORK SITUATIONS Assembling equipment used by firepersons and divers. Worker is required to cut and coil copper tubing. Worker also must solder various parts together. The worker must also install a pressure gauge on the tubing and connect a rubber hose onto the gauge. A plastic casing and a glass casing must be fastened on the pressure gauge. During the process, worker must check for quality. After assembling, the product must be packaged. Packaged products are then carried and stacked for shipment.

9. GENERAL EDUCATIONAL DEVELOPMENT/PREPARATION AND TRAINING No special background is required for the job. All of the necessary training is done in the plant. On the job training (OJT).

10. POSSIBILITY FOR ADAPTATIONS The job requires good coordination. The job could be adapted to someone confined to a wheelchair if someone else lifts the packaged products and carries them to where they are stored. Sight is required for the job. Hearing is not required. A deaf person could arrange to have instructions written down.

11. SALARY AND BENEFITS $3.50 - $5.00/hr., depending on experience. Major medical is available but worker must contribute $35.00 a month. Employer pays the rest.

12. TRAVELING TIME TO THE JOB 1½ hours

Job Analysis

1) JOB TITLE _____

2) NAME OF COMPANY _____

3) ADDRESS _____

4) TELEPHONE NUMBER _____

5) JOB REQUIREMENTS. Circle the letters of those required.

A. Adding
B. Subtracting
C. Multiplying
D. Dividing
E. Making change
F. Using Measuring devices
G. Reading
H. Writing
I. Talking
J. Lifting
K. Carrying
L. Walking
M. Climbing
N. Balancing
O. Stooping
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I. Good ventilation
J. Tension & Pressure
K. Distracting conditions
L. Hazardous
M. Work with others
N. Inside
O. Outside

7) GENERAL INFORMATION

A. Part-time — Full-time

B. Supervision: None — Average — Some

C. Uniform required? _____ Yes _____ No Who pays for it? Employee _____ Employer _____

D. Hours worked _____

_____

E. Good features of the job _____

_____

F. Poor features of the job _____

_____

8. WORK ACTIVITIES/WORK SITUATIONS

9. GENERAL EDUCATIONAL DEVELOPMENT/PREPARATION AND TRAINING

10. POSSIBILITY FOR ADAPTATIONS

11. SALARY AND BENEFITS

12. TRAVELING TIME TO THE JOB

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Job Modification

After completing a job analysis, you may find that the job requires certain skills that you have, but aren't able to use in the usual way. This can be a real barrier to employment, unless you look at the job in a more creative way. Sometimes a minor rearrangement of job duties can solve the problem. Some things can be physically rearranged or job duties can be traded with someone else. Other times, the use of an assistive device will allow you to perform a job you may not have considered. This process is called **JOB MODIFICATION.**

Once an employer is interested enough in your ability to do the job, the two of you can discuss any modifications that might be needed. Most modifications are relatively simple. For example, a woman with a learning disability who was training to be a disc jockey, kept turning control knobs the wrong direction. She put vinyl on one side of each knob to help her to remember which way the knobs should be turned. She used this modification on the job she later obtained at the local radio station. Some job modifications may also be useful to other employees. A man in a wheelchair was hired at a local hospital for rehabilitative medicine. Although many patients were in wheelchairs, the hospital did not have a desk that could accommodate an employee in a wheelchair. It was

simple to modify the desk by removing a drawer so the wheelchair would fit. It also called attention to the needs of some of the patients, who would soon be back in the job market.

An **ASSISTIVE DEVICE** is something designed to help you cope with a functional limitation. A functional limitation keeps you from doing a job the way most people do it. For instance, a portable telephone amplifier is an assistive device for someone who has limited hearing. If you have all the skills necessary to be

a receptionist, but have a hearing loss, a portable telephone amplifier is a valuable assistive device. Remember Ironsides on TV? He depended on Mark, his driver, until Mark finished law school. Afterwards, Ironsides had his van adapted by installing hand controls. The hand controls are assistive devices.

You can use your common sense to make simple assistive devices for yourself. Many are available commercially. This chapter contains the names of several sources for information on available assistive devices. These devices will allow you greater freedom in choosing a career and also assist you in carrying out your daily activities.

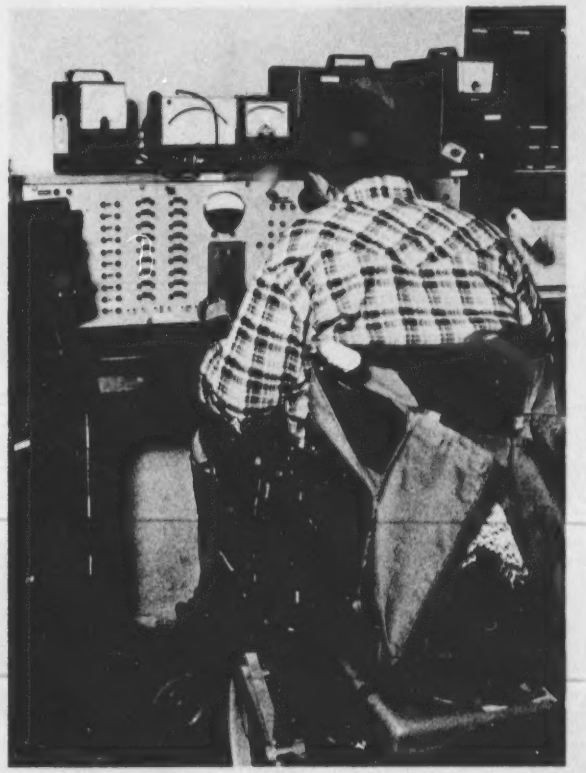
In California, the Department of Rehabilitation has set up an **INFORMATION BROKER** program. This service gathers information about equipment to assist in the working world, recreation, and home management. There is no charge for this service. In some cases, the broker will be able to answer questions over the phone. When research is necessary, a written response will be mailed.

To make a request, call or write the broker nearest you:

Paige Finnerty
Rancho Los Amigos Hospital
7601 East Imperial Highway, 500 Hut
Downey, CA 90242
(213) 922-8116

Dean Cormany
Children's Hospital at Stanford
520 Willow Road
Palo Alto, CA 94304
(415) 327-1111 or 327-1113

Another information service dealing with adaptive equipment or assistive devices is called **ACCENT ON INFORMATION** in Bloomington, Illinois. It is a computer system that uses the information you give to locate what you need. We received permission from them to include their Search Request Form. You may also want to use the form as a guide when you contact other agencies for information.



The important thing to remember from this chapter is that there are many resources available to you. As you begin to look around for new ways to do things, you may be surprised at the number of assistive devices and job modifications that cost only a little time, effort and imagination. Once you know your specific needs, you can find ways of modifying jobs to meet your needs.

ACCENT ON INFORMATION SEARCH REQUEST FORM
P.O. Box 700, Bloomington, Illinois 61701

(use a separate form for each question)

Name_____ Age_____ Sex_____

Street_____

City_____ State_____ Zip_____

ACCENT ON INFORMATION is a computerized retrieval system containing information needed to help persons with disabilities to help themselves and live more effectively. AOI files are continually being updated from information being received daily from many sources. Let the resources of AOI do the searching for you and provide you with the kind of information that can help solve problems.

I. Explain your question in your own words. Make your question as specific as possible. Use as much detail as needed to make your question clear.

_____

_____

_____

_____

_____

II. To help us to make a search for the best answers for you, please check one of the following which most closely applies to your question as you have stated it above. Be as specific as possible. Check a main category (in all caps) unless a sub-category better fits your situation.

__EATING
__Eating Utensils
__Feeding (Plate to mouth)
__DRINKING
__Containers
__TOILET
__Bladder
__Bowel Care
__Catheter & Incontinent Devices
__Toilet Seats
__Protective Clothing
__Urinals
__Types of Toilets
__Safety Devices
__BATHING
__Types of Bath Tubs
__Bath Lifts
__Bath Aids
__Safety Devices
__GROOMING
__Teeth
__Hair Care
__Nail Care
__Shaving
__Personal Hygiene
__DRESSING
__Devices to Help Dress
__Fasteners
__CLOTHING (Inner & Outer Garments, Shoes)
__TRANSFER

__HOUSING & ARCHITECTURAL BARRIERS
__Ramps
__Lifts & Elevators
__Stairs & Steps
__Relating to Safety
__Home & Apartment (plans)
__Office (plans & designs)
__Public & Business Buildings
__Lodging (motels, hotels)
__Curbs
__Laws & Legislation
__FURNITURE
__Bed
__Table or Desk
__Chair
__HOME MANAGEMENT
__Food Preparation (cooking aids, methods)
__Food Serving (devices for holding, serving trays, serving utensils)
__Opening Containers
__Cleaning (housecleaning, dishwashing)
__Laundry (washing & drying, ironing)
__Bedmaking
__Shopping
__Child Care
__Sewing

__READING
__Talking Books & Magazines
__Reading Aids
__Braille
__WRITING (writing aids)
__TELEPHONING
__REMOTE CONTROLS
__GAMES
__HANDICRAFTS
__SPORTS
__GARDENING
__EDUCATION
__Correspondence & home training
__Elementary
__High School
__Trade
__College & University
__MARRIAGE & FAMILY
__Marriage
__Birth Control
__Sexuality
__Adoption
__Pregnancy & Having Children
__VOTING
__LAWS & LEGISLATION
__VOCATION
__Home Operated Business
__PRIVATE OR GOVERNMENT ASSISTANCE ORGANIZATIONS
__PERSONAL ADJUSTMENT

__MOBILITY AIDS
__Prosthetics
__Orthotics
__Wheelchairs
__Wheelchair Parts
__Canes & Crutches
__Patient Lifts
__Motorized Wheelchair
__Power Units
__Walkers
__AUTOMOBILE TRAVEL
__Type of Vehicle
__Testing & Licensing
__Driver Training
__Emergency Assistance
__Getting In
__Insurance
__PUBLIC TRANSPORTATION
__Trains
__Planes
__Cabs
__Buses
__Subways
__AUTOMOBILE CONTROLS
__Steering
__Brake
__Lights & Horn
__Accelerator
__Starter
__Door Locks & Handles
__TRAVELING & TOURING (vacations, tours, etc.)

Turn this page over to answer questions on other side

Because of AOI's classification system, the following information is requested to help us locate the best answers for you.

III. In your own words, describe your disability and your specific physical limitations.

_____

_____

_____

_____

_____

IVa. Check below those parts of your body that are affected by your disability.

_____neck and head movements
_____one hand
_____both hands
_____one arm
_____both arms
_____one leg
_____both legs
_____other, explain_____

IVb. Which best describes your disability?

_____Some loss of movement
_____Total loss of movement
_____Little or no control of movement
_____Loss of limb or limbs
_____Other, explain_____

V. Enclosed is $12.00 for basic search, which includes up to 25 most recent references. Bill me for photocopies, if any (35¢ for each photocopy page supplied).

When making the above search, send me additional references, if available: ___up to 25 more; ___up to 50 more; ___no limit; to be billed at 8¢ per reference.

Your $12.00 will be returned if AOI has no information on the subject.

The charge for a search is waived for a disabled individual who cannot afford to pay. An important philosophy of ACCENT On Information, Inc., founded in 1956, is that never should the lack of money make it difficult or impossible for any disabled person to be able to get the kind of information that could help that person live more effectively.

Summary

Finding a satisfying career takes lots of time, energy and good luck. It is worth your effort because it is your life. This career planner is a guidebook. We hope you will refer to it often in planning your career.

Here is a brief checklist of the information in this book.

1) HEALTH INFORMATION
   Take care of your health, get regular check-ups and keep your records up-to-date.
2) VOCATIONAL INFORMATION
   Now you know more about your interests, skills, and abilities and the world of work.
3) HOW TO GET INFORMATION FROM PEOPLE
   Follow these tips for contacting people and agencies in person, by phone and by letter. Make your own list of who you need to contact.
4) JOB ANALYSIS
   Refer to the blank job analysis form as many times as you need to check any new job that interests you.
5) JOB MODIFICATION
   When you find a job you would like to do, if only a few changes could be made in it, use the information provided to help you find a way to do the job.